Name: Rachel Fischhoff Grade: 5 Date: April 27, 2012

Envisioning (and Other Strategies) to Figure Out Unfamiliar Words

|  |
| --- |
| Lesson Sources: Navigating Nonfiction, XII |
| Lesson Objectives: Students will use envisioning to figure out unfamiliar words in nonfiction texts. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: King Tut |
| Prior Knowledge and Skills Needed: Some experience w/envisioning |
| Key/New Vocabulary: ??? |

Lesson Procedure: Part One

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, I have been seeing you tackle lots of different *kinds* of nonfiction texts. We’ve talked about different strategies for holding on to the big ideas in these texts. * I have seen in my conferences a lot of really tough words in these nonfiction books. There are a lot of words that I’m not embarrassed to say I don’t know. * What I want to talk to you about today is that powerful readers don’t *already know* what every single word in a text means. The strongest readers work hard to *figure out* what tricky words mean! One of the ways we do this is by envisioning what’s going on to get a mental picture and to think about what would make sense at that part of the story. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * The other day I was reading on in King Tut. After the author finishes the story of Carnarvon and Carter, she talks about the history of mummification and Egyptian beliefs about the afterlife. * As I was reading, I encountered a tricky word—shroud. * Let me read you this section. * Here’s what I did—I made a mental picture as I was reading. The title said bandages, so I was imagining band aids or gauze, maybe. * Amulets and jewelry—so the body is covered in jewels, but that’s not quite how they look in pictures, so I think that mummies are then covered in something else… * Shroud—it seems like this might be something big—a large cloth to cover a body. * What do you think? Does that make sense? | * Active listening |  |
|  | **3. Have-A-Go (optional)**  T&T: what strategies did I use?  Mental movies, prior knowledge, what else?  Share chart//add to chart | How will students be actively involved?  By:   * Partner Talk | * Share out, add to chart |
|  | **4. The Link**  All readers encounter tricky words and phrases—first grade readers, grown up doctors and lawyers. What we have to do—what we get to do—is work hard to uncover meaning in unfamiliar words. By working hard, and then noticing where we find these new words in new places—places that add to our understanding of a word—we can carry these words with us forever. That way, the next time we see that word, it’s not unfamiliar anymore! | **(Workshop Time)**   * Reading, noting tricky words | * Conferring |
|  | **5. Closing (at the share)**  Talk about how to cement words in our mind—not just uncovering meaning, but using them in our everyday conversations.  Did anyone find new words? How can we use them in a sentence? | * What are students going to share/ respond to? * How many students will share? * How will you determine who shares? | * How will you assess the application of the concept during the workshop time? * How will you communicate to the students what they accomplished today? |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Ways to figure out what an unknown word means

guess the meaning based on experience and how the story goes

read on to see if it becomes clear later

check for a glossary, footnoes, or endnotes that explain the word

see if you recognise root words, prefixes, or suffixes in it

check if it is like another word you know in another language that would make sense (cognates)

ask someone

use a dictionary